FISHER MAGNET UPPER ACADEMY

Transformation School

LEA Application Part II

ATTACHMENT III

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code 421	District Name and Code
Fisher Magnet Upper Academy School	Detroit Public Schools 09345
Model for change to be implemented:	

School Mailing Address: 15491 Maddelein Detroit, MI 48205	
Contact for the School Improvement Grant: Name: Linda McIntosh Position: Principal Contact's Mailing Address: same Telephone: 313-866-7233 Fax: 313-866-7329 Email address: linda.mcintosh@detroitk12.org	

Principal (Printed Name): Linda McIntosh	Telephone: 313-866-7233 313-866-7121
Signature of Principal: X _Linda McIntosh_	Date: 8/12/2010

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

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1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

   As evidenced by the existing school data, Fisher is challenged both economically and academically. As a chronically underperforming school, all subgroup performance falls far below state expectations. In addition, existing data are no longer valid due to the closure of a significant number of Detroit schools. District wide open enrollment necessitates the further evaluation of subgroup performance to understand shifting and evolving student populations. Therefore, it is essential to conduct analysis of subgroup performance data once school enrollment is stabilized.

   Nevertheless, teaching and learning must be the immediate and ongoing focus of school reform efforts informed by data that reflects the current student population. Fisher's targets for improvement will be driven by a theory of action derived from a school diagnostic evaluation.

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

See attachment for required data

	Reading			Math		
Group	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
Social Economic Status (SES)						
Race/Ethnicity						
Students with Disabilities						

Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male						
Female						
Aggregate Scores						
State						

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities									
LEP									
Homeless									
Migrant									
Gender									
Male									
Female									
Totals									

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals						

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9					
10					
11					
12					

2.	Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model. The school qualifies for ARRA and Title One funding which Detroit Public Schools is utilizing to provide technology resources, formative assessments, extended day for Tier III instruction, research-based interventions, literacy and Reading Recovery Coaches, early childhood programming and comprehensive teacher professional development.		

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

☒ **General Funds** ☒**Title I Part A** ☐**Title I Schoolwide** ☐**Title I Part C** ☐**Title I Part D**	☒**Title I School** **Improvement (ISI)**	☐**Title II Part A** ☐**Title II Part D** ☐**USAC - Technology**	☐**Title III**
☐**Title IV Part A** ☐**Title V Parts A-C**	☒**Section 31 a** ☐**Section 32 e** ☐**Section 41**	☐ **Head Start** ☐ **Even Start** ☐ **Early Reading First**	☐ **Special Education**
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT (Transformation School)

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment (CNA), provide the following information:

1. **Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.**

During the 2009-2010 school year, all stakeholders were involved in collecting a variety of data to inform the decision making process, including the School Improvement Plan, Comprehensive Needs Assessment and the School Data Profile. However, Fisher Magnet Upper Academy is a restructured school comprised of students from both Fisher Magnet Academy and Heilmann Middle School. All 5th through 8th grade students, and some teachers from Fisher, were moved to the Heilmann Campus to join the 6th – 8th grade students. All Heilmann Staff were required to reapply and only about 5% were returned. The newly merged 5th – 8th grade school was renamed Fisher Magnet Upper Academy. As a result, the 2010 School Improvement Plan for Fisher Magnet Upper Academy contained data for Heilmann students only. The 2009 – 2010 school year MEAP data represents achievement for the entire student body.

Fisher Magnet Upper Academy became a Priority School for the 2010 – 2011 school year and will be involved in school transformation. Teachers and all support staff made the decision to either transfer to a different school or reapply for their positions. In some cases, principals advised selected staff that they would not be retained for the following school year. It is anticipated that the staff turnover will be approximately 25%. A condition for remaining at the school is full commitment to the scope of work and proposed efforts to effect change. The principal is committed and willing to support the proposed efforts as described in this plan.

Fisher Magnet Upper Academy will establish a school leadership team consisting of the principal, assistant principal (if applicable) and other staff members selected through a peer selection process. This team, consisting of no more than 12 members, will be in place by September 1, 2010, and an opportunity will be provided each October to change the composition of the team. Team decisions will be made in accordance with the established policies and practices for shared decision-making and agreements must be reached by consensus. The principal, and other members of the school staff, will carry out the implementation of all Leadership Team

decisions. The SLT will conduct yearly self-assessments based on tools identified by he Joint Labor-Management Committee.

Fisher's SLT will also establish a Professional Development Committee to assist the Pearson Achievement Advisor with the selection and design of professional development.   This committee will collaboratively choose school-based job-embedded professional development focused on increasing student achievement. The PD plan will be informed by the comprehensive diagnostic review conducted by Pearson K-12 Solutions. The Pearson Achievement Advisor will facilitate classroom walkthroughs with the administrative team using an agreed upon observation tool. The information gathered during these walkthroughs will also provide information to guide the selection of PD. Within the plan, options are available for banking of equivalent times for extended PD workshops and/or trainings.

Additionally, Fisher Magnet Upper Academy's staff will have the option to participate in the School-Based Performance Bonus Program. Should Fisher choose to participate, the SLT will craft an application responding to the established qualifications determined by the Joint Labor Management Committee.

All staff supports and is strongly committed to a common set of expectations for shared ownership and responsibility for the school improvement plan. The STEP (School Transformation Education Partnership) model provides a comprehensive support framework for building capacity for sustained school improvement and sustained school transformation. The STEP model integrates 10 research-supported core elements:

1. Systematically Plan for School Improvement. Using a thorough diagnostic assessment, K-12 Solutions builds on the MDE CNA by visiting our school and collecting additional data through the following action steps:
- Performing a comprehensive diagnostic review including classroom observations, student and teacher focus groups, interviews with administrators, surveys of teachers, parents and students and an analysis of lesson plans and curriculum.
- Conduct a review of the Interoperability of technology systems to identify and remove technology roadblocks that may exist.
- Assessing the quality of the community engagement plan to ensure the involvement of important partners and stakeholders in the school improvement process as it begins.
- Facilitate the creation and commitment to a mission and vision to focus all school improvement efforts.
- Through collaboration with our school stakeholders, the K-12 Solutions team will customize the STEP model and create a customized Theory of Action that will direct the development of our Implementation Plan that specifically address our needs.

- Create an Evaluation Plan, which will monitor, manage, and report outcomes throughout the development and implementation of our school improvement initiative.

2. Develop Instructional Leadership. Strong leadership is a necessary component to successful school turnaround programs (Berends et al., [i]2001; Duke, 2004[ii]). Without effective leadership, schools are less likely to address practices that impact student achievement in a coherent and meaningful way (Marzano et al., 2005[iii]). The following action steps will be included in this component:
- To prepare our principal to be an instructional leader and effective manager, the STEP model develops leadership skills via a five day Leadership Training Institute.
- The Pearson Achievement Advisor will provide ongoing mentoring and assistance to the principal on issues that are most important to developing instructional capacity in teachers and in removing roadblocks to teaching and learning.
- The Instructional Leadership Team (ILT) will be formed to guide the work of job-alike teams in year one that will transition to Learning Teams (LT) in year two.
- A school leadership team will be formed to facilitate school based decision making and monitor school improvement efforts and initiatives.

The STEP model will provide our principal, and teachers with the knowledge and management skills for effective instruction that leads to student and teacher success and sustained improvement.

3. Create Collaborative Education Partnerships. School reform initiatives have a greater chance of being enacted and sustained when the community is actively engaged as an empowered change agent (Arriaza, 2004[iv]). To make school partnerships a reality we will:
- To make school improvement a success, we will bring faculty, staff, parents, business, and community leaders together with administrators to form an effective education partnership.
- Key community representatives will be invited to meet quarterly with representatives of our faculty, staff, parents, and principal as the STEP Advisory Committee. This committee will participate in planning and problem solving. This leads to accountability, buy-in, rigorous implementation, and the sustainability to deliver the expected outcomes.

4. Emphasize School Culture. For students, positive school culture is linked to a strong sense of school membership, which in turn is linked to academic and behavioral outcomes, such as fewer incidents of disciplinary referrals and victimization (DeWit et al., 2003[v]; Christle, Jolivette, & Nelson, 2007[vi]). Evidence

suggests that the best intended efforts to turn around schools and enhance student learning and achievement do not succeed if school culture is ignored. The following action steps will place an emphasis on school culture:

- Gather data about student, teacher and parent aspirations for the students at Fisher.
- Identify gaps in perception that may exist among the groups and identify root causes of any problems that surface.
- Collaboratively create solutions to the following issues:
  - Attendance
  - Expulsions, suspensions and alternatives
  - Truancies
  - Academic failure and retention

We are committed to building a culture of high expectations and aspiration at our school.

5. Embed Achievement Support. Our teachers and principal will receive direct, onsite guidance from the K–12 Solutions team. The STEP model includes a dedicated achievement support team of local, onsite Achievement Advisor and DPS Instructional Coaches to serve as models, mentors, and oversee the implementation Plan.

- The Achievement Advisor will act as coach for the principal and link to the Instructional Coaches.
- Instructional Coaches will provide "at elbow" support for our teachers ensuring that professional development activities become embedded in classroom practice.

6. Align Curriculum. In a well-functioning school, curriculum, assessment, and instruction are closely aligned so that **what is written is taught, and what is taught is effective**. When even one of the components is out of alignment, instruction is less than effective. To ensure alignment of the curriculum:

- During the diagnostic phase, the curriculum will be audited to determine alignment and quality.
- If misalignment is evident, The K-12 Solutions team will work with Fisher to effectively align our school's curriculum with Michigan standards to build an aligned, supportive pipeline that verifies students are prepared to transition successfully from grade to grade.
- Teachers are taught to unwrap the standards and identify clear learning targets aligned to the standards and specific student's needs.
- Targets will be taught to mastery with the support needed to make sure every student is able to meet the expectations.

7. Optimize Conditions for Teaching and Learning. We will begin the process by:
- Observing teacher performance, delivering targeted professional development accompanied by coaching
- Creating opportunities for collaborating for improving instruction, and providing tools teachers need to examine the effectiveness of their teaching and to personalize instruction.
- Through classroom observations, the ability of teachers to effectively manage classrooms will be determined.
- School-wide management support systems will be identified. Gaps will be addressed to ensure classroom environments that provide the conditions in which teachers can teach and students can learn.

8. Foster Knowledge Driven Decision-Making. Collecting, analyzing, and using a variety of data types effectively are important components of accountability and school improvement. To support this process we will:
- Provide teachers with professional development to become informed, collaborative data users.
- The K–12 Solutions team will help us create benchmark assessments using the current DPS Interim Assessment System, Learning Village, to create formative assessments.
- Facilitate the use of data tools for understanding and improving our practice. We are certain this will lead to improved student achievement.

9. Utilize Technology for Learning. We need easily accessible, accurate, reliable, and timely assessment data so we can become knowledge driven decision makers who can personalize instruction to insure that all students are learning. We will provide teachers with:
- Training to retrieve information from data systems fluently.
- Support for the interoperability of existing technology systems
- Professional development to examine how technology is used to enhance instruction and extend learning opportunities for students.
- Technological support so we can adequately meet our needs to become data users and our students' needs for personalized learning.

10. Evaluate for Continuous Improvement. Our Evaluation Plan, that is aligned with our customized Theory of Action and Implementation Plan, is created as part of the planning process described in STEP 1. Building in evaluation during the planning process will save valuable time and resources by identifying the information needed for monitoring implementation. This will include:
- Providing feedback to stakeholders regarding progress.
- Identifying the need for a change of course in a timely manner.
- Documenting short-, mid-, and long-term outcomes.

Phases of School Improvement with our external partner, Pearson K-12 Solutions

To implement STEP, we use a phased approach that is customized to address the priorities identified from Phase I-Diagnostic Evaluation for Fisher to implement school improvement plans.

Phase I—Diagnostic Evaluation, Planning, and Start of Implementation

Pearson's comprehensive STEP model includes two components specifically designed to create a comprehensive view of the set of potential metrics for success; collaborate on the creation of a custom implementation and evaluation plan; and, then use those plans to evaluate and demonstrate success.

We start by Systematically Planning for School Improvement through a process where we seek to understand the unique needs Fisher School. This process includes a needs analysis that we call a comprehensive school diagnostic evaluation.

Borman et al. (2003) note the strong relationship between the quality of comprehensive school reform implementation and positive effects on education outcomes. The systematic approach to STEP planning and implementation we use has many benefits. It requires methodical thinking and planning, which highlights areas of strength and weakness and therefore allows schools to think through possible scenarios to identify potential barriers and support to successful implementation.

Pre-Visit Diagnostics

Before going on-site, we collect a variety of documents for analysis. These include, but are not limited to the following:

- Curriculum documents

- Demographics

- History of improvement interventions and initiatives

- Prior school audits

- School calendar and schedules

- Parent/Student/Faculty School Handbooks

- Longitudinal student data

On-Site Diagnostics

Pearson's K–12 Solutions members perform extensive observations, interviews, and surveys to develop a baseline of current conditions while visiting the partnering school site and analyze current and historical documents that the school provides
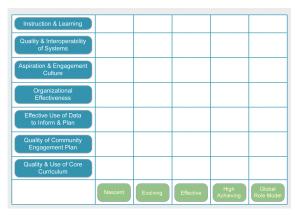
before the onsite visit. Surveys are used to better understand student, parent, and staff perceptions and aspirations.

During the diagnostic school evaluation, an extensive review is conducted within the following areas:

1. Consistency and quality of classroom practices, routines, and teaching strategies

2. Effectiveness in the use of data to inform instruction, personalize learning, and allocate resources, plus linkage of data to the budgeting process

3. School organization and collaboration effectiveness—including processes for peer development and priority setting, school calendar, and scheduling

4. Quality of facility and infrastructure—including interoperability of technology, capacity, and use of systems

5. Quality and fidelity of curriculum implementation—including identification of gaps in curriculum, teacher plans, and the alignment of teacher work to state standards

6. Community communication and engagement strategy—including an understanding of the goals and aspirations of the students and the community, and beliefs in college as an option

Part of the planning process is to determine the schools' readiness alongside the Pearson K-12 developmental continuum (see diagram below). This allows us to do the following:

▪ Agree on the school's current position along that continuum

▪ Provide a view of what it will take to move along that continuum

▪ Establish a framework for priority setting

▪ Establish a mechanism to appropriately pace the introduction of innovative new school design elements

	Nascent	Evolving	Effective	High Achieving	Global Role Model
Instruction & Learning					
Quality & Interoperability of Systems					
Aspiration & Engagement Culture					
Organizational Effectiveness					
Effective Use of Data to Inform & Plan					
Quality of Community Engagement Plan					
Quality & Use of Core Curriculum					

Developmental Continuum. Our K–12 Solutions team measures a school's current conditions using this rubric.

Developing Clear Implementation and Evaluation Plans

As Maddux and Cummings (2004) note, absent an explicit statement and a clear understanding of how a given initiative is expected to produce changes in student learning, the implementation of educational innovations "can be based only on intuition, trial and error, superstition, popularity, or random means unlikely to be quickly productive in any way."

The K–12 Solutions team will work with Fisher School and district personnel to collaboratively develop a customized Theory of Action to guide our school improvement work through the STEP process. **This process will require that 10 teachers be released from their classrooms for three days to work on the Theory of Action.** Certified substitutes will be required to cover classrooms. Furthermore, a clear Implementation Plan is needed to guide the hard work of school improvement. From the Theory of Action, the Pearson K–12 Solutions team develop an Implementation Plan in collaboration with identified stakeholders. The purpose of the Implementation Plan is to provide a roadmap for school improvement by identifying:

- Required action steps
- Timelines
- Benchmarks by which to evaluate progress
- Performance indicators by which to measure success
- Roles and responsibilities for each action item, including the data collection and reporting of program monitoring and performance results

The last step is the development of an Evaluation Plan that encompasses all key elements of the Implementation Plan. The Evaluation Plan documents the outcomes, the plans for measuring those outcomes, and a plan for monitoring the implementation itself. Using a participatory evaluation model in which the client is a key contributor to the design and implementation of the evaluation, a collaborative plan for both formative and summative evaluation is launched. Timelines, benchmarks, assessments, and outcomes are addressed as well as the data collection and analysis plan for sharing results.

Monitoring the Plans' Progress

Collaborating with school administrators, the Pearson K–12 Solutions team will build a schedule for regular reviews over the course of the year to assess the progress against the plan's goals and priorities. The Program Manager records and monitors the planning, implementation, and execution of the program through weekly phone conferences designed to communicate the planning, implementation, and execution of the program among the entire K–12 Solutions team.

A series of meetings are also scheduled to share the Theory of Action, Implementation Plan, and Evaluation Plan with all stakeholders. We schedule an annual event in which we share evaluation results with all stakeholders to inform them of the progress of the school improvement efforts, where challenges exist, and to celebrate successes. The participatory evaluation model dictates that stakeholders contribute to the interpretation of evaluation findings in order to make them meaningful and useable to enhance success of the work.

Phase II—Leadership and Teacher Development
To gain the leadership skills necessary to lead the STEP model and sustain continued school improvement growth, Detroit site and key district administrators with a Principal Leadership Institute led by the Pearson K–12 Solutions team.

Also during Phase II, the STEP model provides weekly extensive and intensive professional development customized for each school, differentiated for each teacher and targeted to meet the goals of the implementation plan. Our professional development programs focus on building instructional capacity to accomplish the following:

- Unwrapping the standards to clarify content, learning skills, and performance expectations for mastery learning and developing aligned curriculum guides that explicitly direct teaching

- Developing a Language of Instruction to create a school-wide vision of effective learning routines and instructional practices consistently executed to accomplish grade level student learning.

- Implementing elements of effective instruction (including blended instruction) and instructional strategies that correlate highly to student learning and engagement

- Improving the academic achievement of diverse student populations through evidence-based professional development programs in mathematics, literacy, response to intervention (RTI), and for English language learners (ELLs)

- Using data to inform instruction and personalize student learning

As school opens, embedded achievement support is provided by the Pearson Achievement Solutions team members. Pearson's onsite support team consists of an Achievement Advisor and Instructional Advisors to oversee the implementation plan and verify that the customized STEP goals are realized. These on-site Pearson staff will be based at our Detroit school clusters and become familiar faces to teachers, administrators, and students. These important members of the Pearson K–12 Solutions team will be visible as they work at the school site supporting the components of the STEP as well as closely monitor and evaluate implementation.

The Achievement Advisor serves as the principal's coach and provides onsite leadership development and support. The Achievement Advisor also provides

professional development for teachers and mentors the principal to effectively lead the Instructional Leadership Team.

Instructional Advisors provide "at elbow" support for site-based coaches and teachers as they apply new instructional strategies, employ new technology for instructional, and collaborate to provide differentiated learning that meets the needs of all students.

Phase III—Continued Leadership Development and Collaborative Teacher Learning
While all elements within the STEP model are addressed within the implementation plan and supported by the embedded achievement team, Phase III solidifies and builds the Learning Teams (LT) environment. LT provides a collaborative instruction model that brings together teachers to learn from each other, refine their skills to improve student performance, and self assess their progress. Based on 15 years of research conducted in public schools, LT helps establish an infrastructure of leadership and ongoing professional development that engages teachers to refine their teaching and produce better student results. Learning Teams not only improves student achievement and school culture, but also builds within schools' capacity to continuously improve teaching and student learning and sustain a challenging, collegial, and productive work environment that promotes teacher development and retention.
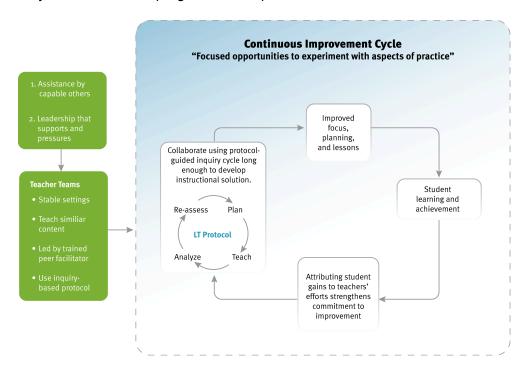
In the second year, our STEP model continues to build instructional capacity to improve student learning and school effectiveness, we have found that training needs to be extensive to produce highly functioning teacher workgroups that actually improve teaching and student achievement. A five-year, 15-school quasi-experimental design study (Saunders, et. al., 2009) demonstrated that statistically significant gains in student achievement (gains over and above that of our comparison group and state averages) emerged only when site-level training and assistance were provided. This reinforces the value of strong leadership training in affecting change.

From this research, we developed our Learning Teams Leadership Training and Assistance program, which is designed to develop strong instructional leaders. The program is composed of the following components:

- Instructional Leadership Institutes and follow-up institutes
- Monthly regional meetings throughout the school year
- Monthly services throughout the year delivered directly the school
- District-level settings and services
- Ongoing evaluation of Learning Team implementation

Phase IV: Building Internal Capacity for Sustained and Continuous Improvement
Our goal in the first two years of the project is to build sufficient foundations of achievement and capacity to allow for continued and sustainable progress and to set the stage for our eventual step down process. During each phase, we use an integrated program evaluation process to carefully monitor progress and to serve as the basis for ongoing adjustments and improvements to the customized STEP for a given school site or district. Pearson's STEP provides Fisher School with the data they need to monitor progress and improve instruction.

Continuous Improvement Cycle
"Focused opportunities to experiment with aspects of practice"

1. Assistance by capable others

2. Leadership that supports and pressures

Teacher Teams
- Stable settings
- Teach similiar content
- Led by trained peer facilitator
- Use inquiry-based protocol

Collaborate using protocol-guided inquiry cycle long enough to develop instructional solution.

Re-assess — Plan

LT Protocol

Analyze — Teach

Improved focus, planning, and lessons

Student learning and achievement

Attributing student gains to teachers' efforts strengthens commitment to improvement

We believe this comprehensive solution will result in school improvement and increased student achievement and are committed to support all aspects of this plan.

> **2. Explain the school's ability to support systemic change required by the models selected.**

We are prepared to partner with Pearson K-12 Solutions and begin a collaborative process, customized to the needs of our students and our school, and supported through resources that will optimize conditions for teaching and learning. We will collaboratively develop a customized Implementation Plan that is informed by a comprehensive process that begins by describing our present reality and defining what we want to achieve. We are confident that the scientifically and evidence based strategies will be effective for reaching the widely shared outcomes, therefore; we support a partnership with K-12 Solutions to implement the STEP model to build capacity and ensure continuous growth and progress for all of our students.

We believe that this plan will allow us to build capacity for sustaining continuous improvement. The ability of the school to support the systemic change by building capacity is evident through the following:

- Building leadership is a crucial component of effective and sustained turnaround and is essential to driving and supporting school reform initiatives. Our Principal will participate in a comprehensive Leadership Institute, providing research-based strategies to support initial school change efforts. Then, this knowledge building will continue throughout the year through weekly meetings with the Achievement Advisor and monthly cohort conversations.

- Pearson's Achievement Advisors will mentor principals and facilitate side-by-side classroom walkthroughs. Documentation will be kept looking for evidence that effective instructional practices are being implemented.

- The K-12 Solution team will train, mentor and support Detroit educators to become effective Instructional Coaches (IC). Pearson will provide a ten-day coaching boot camp for Instructional Coaches. IC's will be provided ongoing training and support throughout the school year to ensure they are being effective and are targeting the right work.

- The Instructional Coaches will model effective instructional practice for our teachers so that they acquire the skills and knowledge necessary to support the continuous improvement of our instructional program throughout the school. We will develop an effective Instructional Leadership Team (ILT) so that practices and protocols will be embedded within our work culture thereby distributing leadership to enable each teacher to become a knowledge driven decision maker.

- Improved committee structures and practices will be in place to effectively link home, school, and the community to improve student achievement.

- A positive school culture will communicate and support high aspirations and expectations for all.

- Our teachers will collaborative in small learning communities employing the Learning Team (LT) model. LT will effectively mentor and model new teachers that join our faculty and support their becoming focused on meeting the needs of each student.

- In Years 2 and 3, K-12 Solutions will mentor and support teacher leaders to assume the role of Learning Team advisor providing for the seamless transition when the external provider has stepped away.

Given the structure and support that K-12 Solutions brings to our school and our faculty, we are confident that we will be able to sustain the process of continuous improvement.

The ability of the school to support the systemic change by building capacity is evident through the following:

- Use of rigorous, transparent, and equitable evaluation systems for teachers

- Providing the staff ongoing, high quality, job-embedded professional development based on a comprehensive diagnostic and needs assessment

- Providing the structure for a collaborative learning team to assess data and support effective teaching practices

- Developing a system for monitoring and addressing school improvement using a continuous improvement cycle

- Providing extended learning opportunities for students beyond the regular school day

- Encouraging and enhancing collaborative education partnerships bringing together the entire school community to support and remove barriers to school improvement efforts

3. **Describe the school's academic achievement in reading and mathematics for the past three years as determined by the state's assessments (MEAP/MME/Mi-Access).**

GRADE	READING			MATH		
	2007-2008	2008-2009	2009-2010	2007-2008	2008-2009	2009-2010
Fisher Upper Academy						
5 Not Met	N/A	N/A	50%	N/A	N/A	59%
Met or Exceeded			50%			41%
6 Not Met	59%	52%	38%	73%	61%	60%
Met or Exceeded	41%	48%	62%	27%	38%	40%
7 Not Met	65%	60%	41%	71%	63%	55%
Met or Exceeded	35%	40%	59%	29%	37%	45%
8 Not Met	59%	52%	44%	75%	61%	79%
Met or Exceeded	41%	48%	56%	25%	39%	21%

Fisher Upper Academy School Wide Data/Combined Grades

Grade	READING	MATH
2005 – 2006		
Not Met	**52.7%**	**83.8%**
Met or Exceeded	**47.3%**	**16.2%**
2006 – 2007		**77.5%**
Not Met	**52.8%**	**22.5%**
Met or Exceeded	**47.2%**	
2007 – 2008		
Not Met	**59.4%**	**72.9%**
Met or Exceeded	**40.6%**	**27.1%**

Grade	READING	MATH
2008 – 2009		
Not Met	**56%**	**61.6%**
Met or Exceeded	**44%**	**38.4%**
2009 – 2010		
Not Met	**42.6%**	**63.9%**
Met or Exceeded	**57.4%**	**36.1%**

Grades 5 through 8 of Fisher Magnet Academy merged with Heilmann Middle School at the beginning of the 2009 – 2010 school year. Both schools assumed the official name of Fisher Magnet Upper Academy. Recognizing the MEAP requirements for AYP have not been met, we believe the data is incomplete because of the merger.

When analyzing MEAP data the following should be considered:
- o 548 students from Heilmann Middle School and 350 from Fisher Magnet Academy (Pk-8) were joined to form Fisher Magnet Upper Academy.
- o Data in tables above describe MEAP scores for Heilmann only for years 2005 through 2009.
- o Cohort data for the school is not available because the school consists of two student bodies and is newly restructured and reconfigured.
    The 2009 – 2010 MEAP is representative of the merged school.

When analyzing data from the 2009 – 2010 school year, it is apparent that both reading and math will require extensive effort to improve academic achievement. Math is a particular area of concern. We will address the academic needs identified from this data by:
- Increase the use of formative assessments
- Increase the use of Accelerated Math during the school day, in the extended day program, and at home.
- Math Coaches and Literacy Coaches will work with teachers and teams of teachers to organize tiered instruction using formative data.
- Coaches will model effective instructional strategies

The circumstances described above have made data analysis difficult. We acknowledge that any data that is available indicates areas needing drastic improvement. We anticipate the comprehensive diagnostic review that will be

conducted by Pearson will equip us with important data to further guide our school reform initiative as we move ahead.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

School improvement requires that the cultural conditions be shifted towards teachers and principals becoming skilled informed, collaborative data users. Our staff is committed to consistently using data to inform tiered instruction for all students as we increase the frequency of formative assessments.

This begins with an extensive review of the current curriculum guides and state standards to ensure alignment with the school's instructional programs. From that review, standards will be unwrapped and clear learning targets identified by the staff and articulated through the grade levels.

When students do not reach mastery learning targets, short cycle formative assessments can be utilized to determine tier two and/or tier three interventions for corrective and intensive remediation. This will be accomplished through the following practices:
- The Achievement Advisor meets with the principal and School Leadership Team to create a calendar for short cycle assessments.
- Each collaborative work group will create common short cycle assessments to inform planning for differentiated instruction.
- Teachers will be provided with professional development and training to become effective users of the interim assessment system, Learning Village, to create the short cycle assessments.

Additionally, we will utilize Learning Village, in conjunction with Data Director, so that all teachers are provided timely and rich summative and formative data that can immediately be used to develop a student's learning plan to ensure mastery of essential learning through tiered instruction. We will develop and use formative assessments that are aligned to the state standards and MEAP, providing predictive information, so that we can be sure our students are prepared to be successful on these high stakes tests.

To this end, we will put in place a mastery learning model to ensure every student is given adequate supports to master identified learning targets. Gentile and Lalley (2003)[vii] synthesized literature reviews and meta-analyses of hundreds of studies and drew six conclusions as summarized by Downey et al. al (2009)[viii]:
- Student achievement using a mastery learning model is superior to traditional teaching approaches.

- Students in mastery learning groups scored higher on knowledge retention tests after several weeks or months than did those in traditional teaching groups.
- The higher the passing standard, the larger the gains by those students in mastery learning groups.
- Students taught with mastery learning are significantly more likely to report positive attitudes and confidence in their abilities.
- Teachers using mastery learning in their own classes increased their expectations, as well as their attributions, for student achievement and what causes it.
- Regarding memory by fast and slow learners, the amount initially learned determines how much is forgotten. Fast and slow learners forget at the same rate once they have mastered material to the same level using different pacing.

We believe that mastery learning verifies to teachers and administrators that students have learned the essential skills, knowledge, and processes that are required for success on high stakes assessment and in life. To provide maximum transfer of what students have learned to a situation or problem on a test, our teachers will learn to structure instruction to parallel the types of learning students encounter on a test.

To support mastery learning and its focus on clear learning targets for students, we will use a gradual release instructional model which involves effective modeling, focused, guided practice, independent practice, and subsequent application of the learning by students to increase rigor. Student practice will include the effective use of feedback to improve student learning and increase student motivation.

Additionally, our principal, as an informed instructional leader, understands and advocates for student mastery and the use of the gradual release model as a primary goal of school improvement. Professional development, protected collaboration time, and materials for teachers to affect this change, to support mastery for their students, will provide evidence of this support.

Math and literacy coaches will be utilized to disaggregate data and support the development of short cycle common formative assessments. These formative assessments will include items from Learning Village, DPS curriculum pacing guides as well as teacher generated questions. The information from this data will drive the planning of tiered instruction to meet specific needs of students, ultimately resulting in mastery of clear learning targets.

Counselors will have access to **PREVENT**, an early warning system, to identify students at risk for failure or as potential dropouts. The PREVENT data can also be

used to identify students who need additional instructional supports to reach expected levels of academic achievement.

With the implementation of the **Positive Behavior Supports Program**, data will be collected and analyzed to identify areas, trends, patterns and root causes of behavior that impede teaching and learning. This data will inform future decision making.

The STEP model uses a 3–Tier instructional framework (e.g., Vaughn, Wanzek & Fletcher, 2007) which suggests three mandatory elements to enhance student learning and reduce the number of students who become at-risk for problems in a content area:

- **Research-based core program** which focuses on the critical elements of effective instruction in the targeted content area (e.g., reading, math).

- **Progress monitoring** of all students is administered regularly to determine instructional needs and to guide instructional decisions.

- **Ongoing professional development** focuses on progress monitoring, elements of a successful program in the targeted content area, and features of effective instruction (e.g., independent and cooperative learning, scaffolded learning).

Pearson K–12 Solutions offers tiered instructional solutions for its elementary, middle, and early high school literacy and math programs. These tiered solutions follow the industry's baseline standard:

- Tier 1 = on level / core instruction

- Tier 2 = strategic intervention

- Tier 3 = intensive intervention

The solutions consist of basal, supplemental intervention, and assessment products, as well as integrated professional development. The solutions are designed to promote the use of assessment data to inform instructional decisions.

Core Instruction
Core instruction, central to our tiered model, consists of research and best-practice based teaching principles that are designed to help prevent students from slipping into Tier 2 or Tier 3 groups. Core instruction provides opportunities for teachers to engage students; activate prior knowledge; instruct them in whole or small groups depending on need; deliver explicit instruction; and provide scaffolded and differentiated instructional strategies. Encompassing these practices of effective instruction is a consistent course-based framework for focusing on essential concepts, questions, and big ideas that challenge students to apply their knowledge in new situations.

Interventions

With support from the Instructional Coaches, teachers carefully monitor interim formative reports to understand what students have learned and define what instructional interventions are needed. The interventions can be selected from a virtual library of strategies aligned to student mastery, or custom crafted to meet the specific needs of the students on the varied tiers. The identified strategies support the struggling student and assist them in reaching mastery.

Pearson has a vast library of interventions that are:

- Developed by recognized experts, practitioners, and researchers in math and literacy
- Research-based and have data to support their effectiveness
- Explicit and systematic, providing scaffolded instruction, embedded routines, and ample opportunities for practice and opportunities for active learning and application
- Designed to teach skills to students who do not benefit adequately from core reading and math instruction
- Designed to meet the needs of English language learners, providing opportunities to hear and practice oral language, read and write English words and sentences, and experience language devoted to exploring concepts and developing core vocabulary

Progress Monitoring

Assessments used for progress monitoring indicate whether Tier 2 and Tier 3 students are responding to intervention, and point to a suite of additional interventions. If further analysis of student deficiencies is required, additional literacy and math diagnostic assessments will be utilized to determine what targeted support is needed. Our benchmark assessments provide teacher feedback on how individual students are demonstrating proficiency against grade-level standards.

Data, resources and strategies to provide **three-tiered instruction (RTI)**, are embedded throughout the Pearson 10 STEP Model. Job embedded professional development, along with the Learning Teams Program, will focus on the delivery of quality first instruction. Our work on developing clear learning targets and short cycle formative assessments will provide the rich data necessary to plan intensive interventions for tier 2 and 3 students. During the first year of implementation, professional development and elbow coaching by ICs will help teachers develop the knowledge and skills necessary to implement a more structured RTI program beginning year two.

5. **Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.**

Two out of four Wednesdays will be for job-embedded, site based professional development to address the areas of need identified by the comprehensive diagnostic review and other data sources. The other two Wednesdays will be dedicated to teacher collaboration, and beginning year two, Learning Teams.

Six times spread throughout the year, grade level teams will be released for half of an instructional day for further professional development, collaboration, or other professional activities. Substitutes will be hired to cover for teachers during this time.

As a staff, we will examine the calendar, establish meeting and collaboration times, and then demonstrate the importance of these times by consistently following the plan. In the event that a longer professional development session is required, previous PD time can be banked and used to extend the hour time limit. In addition to Wednesday PD, staff will meet for ½ hour to discuss school and district business. DPS has four designated district professional development days that can be used in a variety of ways to support the school improvement plan.

During year one, a meeting protocol will be established to structure collaborative teacher time. This will set the structure to support the transformation of small learning communities to become fully functioning, collaborative Learning Teams (LT) in year two. This well-researched, scalable model for teacher collaboration engages educators in the systematic study of student instructional needs.

Our school will identify teacher leaders representing every grade level to become facilitators of teacher work groups that will become Learning Teams. These teacher-leaders will meet each month as the Instructional Leadership Team (ILT) to analyze assessment results, monitor the progress of school improvement, debrief teacher workgroup meetings, and plan for upcoming LT meetings. The ILT will meet each month after the school day.

During the summer between years one and two of the implementation, six teachers will attend the Learning Teams, Instructional Leadership Training. This group of teachers will be responsible for full implementation of Learning Teams beginning year two.

Recent studies show that establishing and sustaining teacher learning teams in Title I schools can significantly increase student achievement (Gallimore et al., 2009[ix]). In addition, results from a five-year study of Pearson's collaborative LT model indicate that LT provides more focus in grade-level and ILT meetings on student academics, systematic instructional improvement and increase in retention as teachers become empowered with greater instructional decision-making.

Research shows that LT schools have greater gains in student achievement and better overall school functioning, including:

- Tighter links between teachers and administrators by focusing on academic goals
- Increased administrator participation in meetings focused on improving instruction
- More tightly coupled meetings that were less frequently cancelled or re-purposed
- Better teacher understanding and more positive expectations of assessment data
- Improvement for collecting, analyzing, and using data over time
- Attributions for student achievement more focused on teachers' planning and instruction, rather than teacher and student traits, and other non-instructional explanations (McDougall, Saunders, & Goldenberg, 2007[x]).

Effective implementation of the LT program involves maximizing the time available with the school year to improve teaching and student learning. Delays and wasted time compromise the effort. As we collaboratively develop our Implementation and Evaluation Plan, we will create a yearlong calendar for professional development and collaboration and protect those meeting times. Cancellations do little to build teachers' trust and their sense that these meetings are to be taken seriously.

To further promote increased collaboration and teacher effectiveness, 10 teachers will participate in a **Winter Institute** for all three years of the grant. Certified substitutes will cover classrooms while teachers attend two days of intensive professional development. These teachers will be responsible for sharing acquired knowledge and skills with other staff and assist in the application of effective practices to the classroom.

Because we understand the magnitude of change that will be required to transform Fisher Academy, **$15,000 has been included in the SIG budget to provide additional collaboration for teachers** during the first year of implmentation. These funds will be used to provide substitutes for teachers and/or stipends to work on Saturdays or other times as needed.

Pearson's STEP model provides job embedded professional development targeted to meet the needs identified through the comprehensive diagnostic review. The instructional coaches focus their work in support of professional development initiatives. The impact of professional development, instructional coaching and Learning Teams will be carefully monitored and its effectiveness will be determined by the extent to which instructional practices change.

6. **Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.**

PARENTS

Increasing Parent Engagement is important to school success. The following list provides some examples of Parent Engagement opportunities that will be implemented by Fisher Magnet Upper Academy:

- Open houses will be organized at least twice a year. Parents visit students' classrooms and receive information about the school year.
- Teachers will introduce themselves and their programs as well as present a syllabus and expectations for the year.
- Each curriculum area, including fine arts and technology, will organize a family night highlighting their programs and displaying student work.
- Invite parents to a focus group to generate ideas to increase parent engagement
- Coordinate with Fisher Magnet Lower Academy so that meeting dates and times do not overlap. In addition, plan collaborative meetings to address common needs of both schools including the smooth transition from the Lower to the Upper School.

We look forward to involving parents more deeply in their children's learning as we are aware that there is strong research that parental involvement improves student achievement and positively affects student behavior, values, and character (McNeal, 1999[xi]).

Research indicates that family involvement positively affects outcomes for students (e.g., Catsambis, 2001[xii]). We want the same kind of outcomes that are supported by this research, including:

Other studies note that when schools communicate effectively and involve family and community members in activities, there is a decline in the need for student disciplinary actions (Sheldon & Epstein, 2002[xiii]). Our K-12 Solutions team will examine our current systems of communication and together we will upgrade and implement more effective methods for linking home and school.

To demonstrate our commitment to fostering parental involvement, we will employ a **Parent Engagement Specialist** for 35 hours per week, who will coordinate all activities related to parent and community involvement. The Parent Engagement Specialist will be responsible for the following:

The Parent Engagement Specialist will:
- Support consistent and regular student attendance
- Monitor the home/school connection
- Conduct home visits

- Seek community resources to support students/families
- Coordinate volunteer activities
- Coordinate and facilitate parent activities at the school
- Seek community involvement to support identified gaps
- Identify and support parenting and community education classes
- **Manage a budget for incentives, food and child care** (provided for in SIG budget)

Community Engagement

We are committed to building a shared vision for school improvement with parents and community members through a STEP Advisory Committee that will be composed of key stakeholders representing parents, community members, education organizations, teachers, administrators, and staff members. By involving these stakeholders in oversight and decision-making, we will foster buy-in and support from groups that typically have power in presenting or removing barriers to effective school initiatives.

The primary purpose for the committee is to support our school improvement. Members must have a clear understanding of the scope of the needs uncovered in the Diagnostic Phase, have a clear grasp of the Implementation Plan, and become watchdogs of the Evaluation Plan. Each member serves as an advocate, sharing information within his or her stakeholder groups. Equally critical is their involvement in identifying potential barriers to the effective implementation of initiatives and important decision-making regarding removal of those barriers.

Outside Experts

To find highly qualified individuals, we conduct national recruiting to secure highly experienced certified educational professionals who have demonstrated capacity as master teachers (with coaching experience and pedagogical content expertise), and highly successful master leaders (as former principals and school leaders) with experience in successful school reform. We have a strong network of educators from which to seek referrals and utilize a rigorous recruiting, screening process which includes a fingerprint background clearance. Candidates who pass the screening are interviewed in a multi-step process that results in a profile of both skills and dispositions that can be used to assess fit with particular positions. Wherever possible, we recruit locally to access local knowledge that is important to success. The K-12 Solution Team includes experts who have successfully led school turnarounds and are distinguished in the field of education.

Our K–12 Solutions team also includes 14 diagnosticians, 80 professional development experts, and over 160 educational consultants who have years of experience in a variety of educational settings.

Scott Drossos, President, K–12 Solutions

Scott is responsible for developing and implementing comprehensive solutions that focus on district and school improvement. Under Scott's leadership, K–12 Solutions developed its School Turnaround Education Partnership (STEP); a research-based model that draws on the team's school improvement background and Pearson's proven products. Before joining Pearson, Scott worked with Edison Learning. EdisonLearning experienced unprecedented growth in the number of district partnerships, school sites, sales revenue, and product development under his leadership. Earlier in his career, Scott held senior executive roles in two prominent education software companies. He has a BA in International Relations from the University of British Columbia and a Business Administration degree from Pace University.

Jan Vesely, EdD, Senior Vice President, K–12 Solutions

Dr. Jan Vesely is responsible for the planning and implementation of high-quality achievement partnerships for states, districts, and schools. Jan's extensive experience and leadership working with teachers and administrators to improve instruction and personalize learning enable her to lead the team that is responsible for integrating Pearson capabilities and delivering a coherent program of services. She came to Pearson from Sunnyside Unified School District in Tucson, AZ, where she served as Deputy Superintendent of Instruction and Curriculum. Prior to Sunnyside, Jan worked at Edison Learning as Vice President of the Achievement Services team responsible for school turnaround and improving student achievement in school districts and charter schools. Dr. Vesely was recognized as a school turnaround principal and her school was honored by the Center for the Future of Arizona as a "Beat the Odds" high-poverty, high-performing school. Her experience also includes work as a secondary teacher, elementary principal, and assistant superintendent. She earned her EdD in Educational Leadership from Northern Arizona University.

We will have two Solutions Specialists supporting the implementation plan, along with our onsite dedicated team consisting of an Achievement Advisor, Instructional Advisors for Literacy and Math, and Learning Team Advisor

Roseanne DeCesari, Solutions Specialist

Ms. Roseanne DeCesari, Solutions Specialist, travels to schools and collects data onsite with our diagnosticians. She also works with other team members to synthesize results into a Diagnostic Report and to report results and recommendations to each school. In addition, Ms. DeCesari meets with schools to help identify the appropriate Intervention Model. Ms. DeCesari will bring more than 20 years of experience as an educator. Before joining Pearson, she served as a teacher and curriculum specialist in high-poverty and high-minority schools and, most recently, a principal of an Excelling school in the richly diverse Tucson Unified School District in Arizona. Ms. DeCesari co-facilitated an academy for prospective administrators and also served as a Principal Mentor in Title I Schools for the Beat

the Odds Foundation. She has an MA in Education Administration from the University of Phoenix and a BA in Education from the University of Toledo.

Donna Anderson-Davis, Solutions Specialist
Ms. Donna M. Anderson-Davis, Solutions Specialist, is part of our development team. She has been instrumental in designing the Leadership Institute and will also assist schools in the comprehensive diagnostic process and the creation of the implementation plan. Ms. Anderson-Davis brings more than 25 years of experience as and educator. Before joining Pearson, she served as Senior Director of Professional Learning for a national consulting firm where she trained and supervised a large consulting cadre. In addition, she has worked with hundreds of principals on their school improvement efforts across the United States. As a high school principal in north Denver, her school received special recognition for the dramatic gains in student achievement. She has completed her doctoral course work in Educational Leadership at Regent University and is completing her dissertation on the relationship between the leadership attributes and student achievement.

Marci Erby, Pearson K-12 Solutions Achievement Advisor
Dr. Marci A. Erby will serve as the Pearson K-12 Solutions Achievement Advisor for the Detroit Public Schools turnaround/transition partner. Dr. Erby has over 30 years experience as an educator having taught special education for students whose educational diagnosis was that of emotional impairment and severe emotional impairment in the River Rouge, Pontiac and Southfield Public School Districts. She served as the chairperson of the special education department and, later, as the assistant principal of a comprehensive high school, then of an alternative education high school in charge of the extended day, credit retrieval program in Southfield, MI. During 12 years of service as an elementary principal of a high needs elementary school, Dr. Erby designed and implemented collaborative models for teachers to work reflectively and intensively to improve and embed effective instructional practices resulting in significant gains in student learning. Dr. Erby holds a BS degree in special education for the emotionally impaired from the University of Michigan, an MA degree in instructional technology from Wayne State University, and an EdD in educational leadership from Eastern Michigan University. Her dissertation is a qualitative study that explored phenomenology around the majority-minority or White minority student in two Black majority high schools in an urban-suburban school district. The key finding was that building resilience in schools (i.e., high expectations, adult mentoring, opportunities for service to others/community involvement, and mastery learning) with intentionality, can greatly reduce student marginality as children are equipped to negotiate barriers and learn to outwit, outclass, and overcome adversity in favor of positive and powerful personal growth and becoming.

In addition, the K-12 Solution Team will provide access and support from the many Pearson partners to provide professional development, instructional tools, and technology that specifically fits our needs.

Katherine McKnight, PhD, Director of Evaluation
Katherine is responsible for designing and implementing evaluations of Pearson programs and products to improve K–12 teaching. Katherine's background in education reform includes tenure at the University of Arizona and California Teachers Association. Her Tucson gap analysis contributed to the development of an American Indian Social and Cultural Center. Katherine earned her PhD in Clinical Psychology, minoring in Program Evaluation and Research Methodology from the University of Arizona.

Lou Delzompo, Senior Vice President, Solutions Development
Lou verifies that Pearson's solution offerings meet customer needs. As CEO and co-founder of Connected Information Systems, Inc., Lou built a product designed to harness social networking and Web 2.0 technology to enhance collaborative learning and improve communications within schools. Prior to launching Connected Information Systems, Lou was senior director of core engineering for the School Systems group of Pearson. Lou has an MBA from Worcester Polytechnic Institute and a BS from the University of San Francisco.

Beth Wray, President, Learning Teams/Senior Vice-President, K–12 Solutions
Beth taught at the elementary and college levels in special education for 10 years before entering the educational publishing industry. She has held various positions within the education industry and currently supports the implementation of Learning Teams as part of our STEP model. Beth has an MS in Learning Disabilities from Purdue University and a BS in Elementary Education from Northwestern University.

Ivory Benton, Vice President, Business Development
Ivory works with school districts to customize school improvement solutions. Before joining Pearson, Ivory worked to implement education products and services in large school districts. His experience also includes five years as a teacher in Boston Public Schools. Ivory earned an MS in Elementary Education from Wheelock College and a BA from the University of Massachusetts.

SECTION III: PROPOSED ACTIVITIES

1. **Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.**

The K-12 Solutions STEP model deeply aligns with the Transformation and Turnaround models as outlined by the US Department of Education and is consistent with School Improvement Grants (SIG).

The K–12 Solutions STEP framework meets the required elements of the SIG Transformational Model for Tier 1 and Tier II schools in the following ways:

Develop and increase teacher and school leader effectiveness:
K–12 Solutions will provide professional development (PD) for our principal and teachers that includes:

- A five-day Principal Leadership Institute, monthly principal cohort trainings, and coaching from the K–12 Solutions Achievement Advisor (AA).

- Pearson's Achievement Advisors will mentor principals and facilitate side-by-side classroom walkthroughs. Documentation will be kept looking for evidence that effective instructional practices are being implemented.

- The K-12 Solution team will train, mentor and support Detroit educators to become effective Instructional Coaches (IC). Pearson will provide a ten-day coaching boot camp for Instructional Coaches. IC's will be provided ongoing training and support throughout the school year to ensure they are being effective and are targeting the right work.

- Ongoing, job-embedded staff development will focus on the areas of greatest need as identified through the comprehensive diagnostic review conducted by the Pearson Diagnostic Team as well as any other available data sources. Professional development will be designed primarily by Pearson, but in collaboration with the school and DPS Staff. Any current and/or existing commitments to PD initiatives will be analyzed as to their support of the transformation model and the identified needs of teachers. The Achievement Advisors and Instructional Coaches will assist the school in creating the professional development plan and align coaching and mentoring in support of the plan.

- The IC's observe and model effective instructional practices in classrooms. The observations and modeling will align with Professional Development so that teachers will have the necessary support to apply acquired skills and knowledge, ensuring the continuous improvement of our instructional

program throughout the school. Coaches will use Coaching Logs to document and capture changes in instructional practices. The observations and coaching logs, along with student achievement data will measure changes in instructional practices that result from professional development.

- Feedback and evaluative data will be collected on all professional development activities and programs using a variety of data collection tools. The data will be used to further customize and improve future professional development activities.

Learning Teams implementation develops distributed leadership, improves the quality of instruction and instructional leadership, and increases retention and morale:

- We will develop an effective Instructional Leadership Team (ILT), which includes administrators and teachers, so that practices and protocols will be embedded within our work culture thereby distributing leadership.

- Each member of the ILT will also facilitates a teacher collaborative work group. This connection between the ILT and collaborative work group will enhance communication in support of the school improvement process.

During Year 1, our teachers will collaborative in small learning communities employing structured protocols and agendas based on the LT Model. A teacher from the ILT will facilitate the collaborative team. The focus of these teams is to analyze data and to improve instructional practice.

During the summer before year two, six teachers and staff members will attend a three day leadership training (ILT). In Years 2 and 3, K-12 Solutions will mentor and support teacher leaders to assume the role of Learning Team advisors providing for the seamless transition when the external provider steps away.

Implement comprehensive instructional reform strategies. STEP focuses on research-based approaches to teacher development that have proven to increase teacher effectiveness and student achievement. The professional development process provides for collaboration, initiation, implementation, institutionalization, and renewal to build instructional capacity.

Activities to support instructional reform strategies include:

- School-based AA and IC provide targeted professional development, follow up, and on-the-job application support to improve instruction.

- o Literacy Coaches – Literacy Coaches will be provided by Detroit Public Schools. School level activities will include, but are not limited to:

    - Modeling best practice literacy lessons

    - Facilitating and participating in teacher workshops, study groups, and grade level/department meetings

    - Providing staff development related to the translation and interpretation of literacy assessments to assist in the design of targeted instruction

    - Assisting teachers with the identification and implementation of student interventions

    - Observing (non-evaluative) in classrooms to guide next steps in planning support for teachers; in-services, acquisition of resources, design of learning centers, etc.

  - o Mathematics Coach – Funding for a Math Coaches is included in the SIG budget. The school levels activities will include, but are not limited to:

    - Modeling best practice mathematics lessons

    - Facilitating and participating in teacher workshops, study groups, and grade level/department meetings

    - Providing staff development related to the translation and interpretation of mathematic assessments to assist in the design of targeted instruction

    - Assisting teachers with the identification and implementation of student interventions

    - Observing (non-evaluative) in classrooms to guide next steps in planning support for teachers; in-services, acquisition of resources, design of learning centers, etc.

- The IC's observe and model effective instructional practices in classrooms. The observations and modeling will align with Professional Development so that teachers will have the necessary support to apply acquired skills and knowledge, ensuring the continuous improvement of our instructional program throughout the school. Coaches will use Coaching Logs to document and capture changes in instructional practices. The observations

and coaching logs, along with student achievement data will measure changes in instructional practices that result from professional development.

Protected settings for ongoing professional development will be established and supported to permit collaboration and knowledge driven decision making.

Technology for Learning will be emphasized so that students and teachers will have access to technology for interventions, enrichment and an accelerated curriculum. In addition, curriculum resources have ancillary technology components that support teaching and learning and the use of tiered instruction. Our use of technology for learning will include, but is not limited to:

- SMART Boards – The goal will be to provide SMART Board technology in every classroom by school year 2013 – 14. Teachers will be required to attend training and demonstrate a beginning level of proficiency to be assigned a SMART Board. Interactive whiteboards support a variety of instructional methodologies, the most significant of which is differentiated learning. Critical to this methodology is grouping and regrouping students based on subject, student readiness, talents and prior knowledge. During the course of the day, many groups will be formed, disbanded and reformed, and group work is often shared. Teachers can use interactive whiteboards to shift easily between different groups, access digital learning materials and assessment. Student participation is also easily encouraged. (10 Boards)

- SMART Board Professional Development - Teachers will be trained in the effective use of interactive whiteboards by technology integration specialists who provide professional development that models effective teaching strategies.

- Document Cameras with Digital Projectors- This piece of technology can be used to actively engage students in the learning process and address different learning styles. For example, visual learners will benefit from the use of a classroom document camera by seeing small items, text, and demonstrations in a much bigger way. Hands-on learners can also benefit from the use of a document camera by allowing them to be the ones placing objects or items under the document camera and explaining what they are showing. (10 first year)

- Mac Book Portable Learning Labs with printers will be purchased through SIG to support multiple opportunities for students and teachers to access information as well as create new learning opportunities for students. The potable labs can be rolled into classrooms enabling the computers to come to the student rather than the students having to go to the computers. (Two Lap Top Carts plus four five packs)

- iPod Portable Learning Labs – These portable labs provide flexible and convenient access to mobile technology. With iPod touch, students have access to the internet, a suite of productivity tools, and core curriculum content. The vast library of applications for the iPod will meet the needs of a variety of students, especially special education and English Language Learners . (2 carts)

- IPod Professional Development by Apple – This training will include two days of intensive instruction and practice by an Apple consultant. The training will accommodate 16 participants.

A positive school culture will communicate and support high aspirations and expectations for all students. K–12 Solutions will assist schools in creating a school-wide positive school culture by establishing a framework for a consistent approach to student discipline and management. This will be accomplished through the following:

- The school, with DPS and RESA support, will begin implementing **School-Wide Positive Behavior Supports** beginning the 2010 – 2011 school year.

- The PBS Planning Team will be identified at the beginning of the 2010 – 2011 school year. This team will coordinate and plan all activities preparing for a full PBS Implementation as soon as possible. Because there is an immediate need to address school culture, some PBS strategies will be employed prior to the formal PBS Kick-off as identified by the PBS Planning Team.

- A PBS team will attend formal training in January 2011, followed by full implementation for the 2011 – 2012 school year.

- Classes in Positive Behavior Support for Parents will be offered at the school with incentives for attending such as child-care and door prizes.

- Funding to support PBS incentive programs for both students and parents is included in the SIG proposal.

To support the transformation in school culture and student achievement, an **Academic Engagement Specialist** will be on staff and funded through the SIG budget. This certified, full time specials will serve the following functions:

- Support the PBS plan by teaching pro-social classes in conflict resolution, bully prevention and other issues that surface at the school. He/she will also coordinate the school-wide **incentive program** to recognize positive student behaviors and attitudes.

- Anecdotal observations indicate that the students and staff from Heilmann and Fisher are split along former school lines. **The Academic Engagement Specialist** will develop plans in collaboration with the administrative team to emphasize one united Fisher Magnet Upper Academy.

- The role of the Academic Engagement Specialist will also include:

  - Working with students to ensure academics are progressing along a successful pathway
  - Meeting with parents of struggling students to communicate ways in which they can support their child's learning
  - Monitors all student achievement and targets struggling students and their teachers to ensure academic success
  - Assists teachers in developing intervention strategies for students not meeting grade level expectations
  - Facilitates parent meetings to communicate school academic goals and targets

- An **Eighth Grade Academic Coach** will be hired full time to monitor students' readiness for transition to high school. The responsibilities of this position include, but are not limited to:
  - Monitoring students' readiness for high school
  - Career Exploration
  - Assisting students in writing their Educational Development Plan
  - Identifying and monitoring at risk students using the PREVENT Early Warning System data and other relevant data.
- The attendance rate at Fisher Magnet Upper Academy for the 2009 – 2010 school year was 80%. Beginning with the 2010 – 2011 a DPS **Attendance Officer** will be in place full time to assist in getting students to school daily, on time and ready to learn. Additionally, the staff, as part of the PBS Program, will identify school-wide practices to support positive attendance trends. Strategies to increase student attendance include, but are not limited to the following:
  - ZANGLE, an on-line attendance reporting system, will be implemented beginning with the 2010 – 2011 school year. A report of absences will be provided to the Attendance Officer for 1st Period and 5th Period. The Attendance Officer will contact the parents/guardians of students absent 1st period by noon of the day absent. For students absent 5th Period, who were not absent 1st period, the call will be made by the end of the same school day.
  - **A paraprofessional will be hired to assist the Attendance Officer for the first two hours of the day.**

- The school currently has a telephone relay system to call parents automatically. This system will be utilized to support positive attendance.
- The PBS Committee will address the tardy issue and create a plan that includes accountability measures for students and instructional staff

- K–12 Solutions will assist schools in implementing the Advancement Via Individual Determination (AVID) program at Fisher. This training will increase teacher and instructional effectiveness and provide them will the knowledge and skills to guide students toward academic success. The AVID program teaches the student how to study, read for content, take notes, and manage time. Funds will be made available through the SIG to provide Professional Development for twelve teachers over two years. Funds will also be available to purchase needed resources and materials to support the AVID program such as student planners and notebooks for Cornell note taking.

<u>Increase learning time and create community-oriented schools</u>. Time and the school calendar play an important role in student learning outcomes and in creating community-oriented schools. STEP seeks to provide opportunities that support the needs of all learners, maximize the use of school facilities, and extend and enrich learning experiences beyond the traditional school day or school building. STEP will help our school define and optimize opportunities for increased learning time within the traditional school day by ensuring bell-to-bell learning and increased student engagement. We will maximize the use of technology supported instructional tools so that learning that is not limited by the school calendar or the walls of the school.

This plan also includes a master schedule that provides time for "double dosing" of both math and language arts:
- 90 minutes within the instructional day for mathematics instruction
- 135 minutes built into the master schedule for language arts instruction

Extended learning opportunities for students beyond the regular school day will be offered:

- Extended day opportunities will be available on Monday, Tuesday and Thursday.
- After school, students will be serve a hot meal and then they will participate in two after school sessions, 45 minutes each.
- We will use Title One funds to support academic extended day programs and use SIG funds to accent and enrich the programming.
- Approximately 150 students are expected to attend after school programs. The student to teacher ratio will be 15:1 (10 Teachers).

An Extended Learning Coordinator (paraprofessional) will be paid for through SIG funding. The Extended Learning Coordinator will perform the following tasks:

- Secure teachers

- Register students

- Attendance accounting

- Seek feedback from students, parents and teachers regarding satisfaction with the program

- Conduct interests surveys to inform the selection of new programming

Provide operational flexibility and sustained support. The STEP model is flexible and customized to the unique needs of each school through the systematic planning process. The K–12 Solutions STEP model is designed to build capacity and distributed leadership within the school. Gradual release strategies are built into the model from the start for a smooth transition to help internal staff sustain the school's transformation.

A more complete listing of the many activities associated with our plan is contained in Section III of this plan.

2. **Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.**
   i. **Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.**

During the comprehensive diagnostic review, the achievement data, program configurations and least restrictive placements for special populations will be determined and analyzed. In addition, extensive professional development centered on data analysis, creating clear learning targets, and quality first instruction will provide teachers with the tools to meet the needs of a variety of students.

Meeting the needs of second language learners begins with proper identification at registration, timely assessment and placement in an appropriate program. Data indicates that there is a relatively small number of ELLs who will need services. Individual learning plans will be developed for each student with benchmarks established to monitor their improvement in English language proficiency.

K–12 Solutions team members will assess current capabilities, programs, and school capacity. They will observe classrooms, collect surveys from students, parents, and staff about their perceptions of our school, and hold focus groups for faculty, parents, and staff. The team collects data and analyzes the following key factors:

- **Consistency and quality of classroom** practices, routines, and teaching strategies
- **Effectiveness in the use of data** to inform instruction, personalize learning, and allocate resources, plus linkage of data to the budgeting process
- **School organization and collaboration effectiveness**, including processes for peer development and priority setting, school calendar, and scheduling
- **Quality of technology infrastructure**, including interoperability of technology, capacity, and use of systems
- **Quality and fidelity of curriculum implementation**, including identification of gaps in curriculum, teacher plans, and the alignment of teacher work to state standards
- **Community engagement and communication strategy**, including an understanding of the goals and aspirations of the students and the community, and beliefs in college as an option

A summary of their findings will be compiled in a twice-yearly Diagnostic Report. However, the Achievement Advisor will meet with school leadership weekly to analyzed data and identify gaps and areas needing improvement so that adjustments can be made immediately.

Theory of Action

From the comprehensive diagnostic school review, a report with the aggregated data findings and recommendation will become the foundation of the ensuing Theory of Action. The Diagnostic Report will be shared with the school and district in conjunction with the beginning of work on the Theory of Action. The report might be considered a "state of the school" address where facts are supported by data and patterns are pointed out to key stakeholders.

At this point our key stakeholders "dive into the data" as we identify root causes that have hampered achievement in the past. We will identify well-respected and visionary teachers, parents, and community members to participate in three days of collaborative discourse so that together we can develop a customized Theory of Action that will lead to our Implementation Plan.

The central focus of a systematic approach to initiative planning and implementation is the Theory of Action. With a Theory of Action, educators find, understand, and communicate the connections between school improvement strategies and what we know or suspect about how students learn. The Theory of Action specifies action steps that the school improvement team believes are required to bring about the outcomes of focus for our school. The Theory of Action is unique and personalized for our school and helps to map out programs to affect the intended change.

Developing a Theory of Action involves a number of steps that work iteratively. These steps broadly include:

- Define the problems that exist between current conditions and preferred reality.
- Define the root causes
- Identifying the **strategies and actions steps to address and close the gaps so that the schools goals are met.**
- Develop and align the implementation plan by which the strategies are expected to produce their intended outcomes

Implementation Plan
Based on the developed Theory of Action, our stakeholders and the K–12 Solutions team collaboratively develop a clear Implementation Plan to guide the hard work of school improvement, to verify everyone is doing their part, and to demonstrate how and when it needs to be done.

Our Professional Development Plan is developed and driven by the problems identified within the Diagnostic Report with strategies/action steps identified to solve those problems. The professional development becomes a strategy written into the Theory of Action and the Implementation Plan.

Evaluation Plan
Senior members of the K–12 Solutions team, together with our school teams, collaboratively develop an Evaluation Plan that encompasses all key elements of the Implementation Plan. The Evaluation Plan documents the outcomes, how they will be measured, and a plan for monitoring the implementation itself. Timelines, benchmarks, assessments, and outcomes are addressed as well as the data collection and analysis plan and the plan for sharing results.

Data collected during the Diagnostic Visit establishes a baseline that determines direction for our school's improvement plan. Ongoing data, disaggregated by sub group when appropriate, will monitor the effectiveness of our improvement efforts and allow us to refine our improvement initiates in a timely manner.

> ii. **Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.**

We will use a variety of mediums and platforms to communicate our progress with our constituents. These will include parent newsletters, data walls, parent portals, monthly calendars, monthly parent meetings, teacher and student celebrations and

recognitions by principal, daily attendance graphs in a prominent location, and other strategies indentified by the staff. A series of meetings is scheduled to present the Theory of Action, Implementation Plan, and Evaluation Plan to all the stakeholders including the STEP Advisory Committee, district leaders, and our school community. A schedule for regular reviews of our progress is formally established and shared with these groups.

After the first semester, an Interim Evaluation Report is prepared by K-12 Solutions that specifically shares our progress on each of the identified outcomes and shared in the same manner.

Learning Village Interim Assessment System (IAS)

Since even a glance at our test scores indicates the need to measure student achievement progress to ensure mastery of essential learning, we will utilize the district's interim assessment system. The assessment system will provide rich and timely data for LT and ILT analysis, and allow for the close monitoring of our school improvement. We will utilize the Learning Village IAS that will provide our teachers the tools and content required to create and monitor student progress through ongoing assessments.

The AA and our principal will closely monitor IAS data to ensure all students are learning and improvement initiatives are working. The AA and IC will participate in weekly teleconferences with remote K-12 Solutions Team members to inform them of our progress and elicit additional support as needed.

Instructional Leadership Team

The primary responsibility of the Instructional Leadership Team will be to analyze data to inform the work of their professional learning teams. . The data from ongoing assessments will be available to all teachers and the principal so that through disaggregation of that data, specific learning needs can be identified, understood, and supported through appropriate instruction.

Classroom Instruction Data

Classroom observations will be supported by a web-based application to provide our teachers and principal with teacher performance data. This tool can be used to disaggregate results rapidly and generate easy-to-read reports and graphs related to various performance indicators. In addition, the web-based application includes prescriptive resources to support ongoing feedback related to classroom observation data.

Ongoing classroom observational data is collected for a number of indicators linked to our Theory of Action, providing the teacher with dashboards to monitor their continuous improvement related to their instructional practice.

All of the classroom observation data is aggregated for our principal to use in formal feedback and evaluation processes, along with recommendations for improvement, with prescriptive support.

> ### iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Learning Village Interim Assessment System

We will utilize DSP Learning Village to support knowledge driven decision-making, so our teachers and administrators may keep a watchful eye on student learning. Our principal and our teachers will learn to analyze data based on curricular benchmarks and Michigan state standards.

The effective use of assessment for learning, relying on both summative and formative assessments, will enable the principal to monitor the continuous progress of the improving instruction.

Continuous improvement reflects the ongoing use of data from a variety of sources that are used to make just in time, midcourse, and end of course adjustments. We recognize our need for an implementation that is effective and reliable. We will implement the following initiatives to meet our goal:

- Professional development for our teachers that is scientifically research based will support mastery learning, gradual release, tiered instruction, and differentiated learning.

- Coaching will provided to support the principal as instructional leader and the teacher as reflective professional

- Informal and formal teacher observations will monitor whether the PD is being consistently applied in the classroom.

- Materials that engage and support the diverse needs of students will be implemented and monitored.

- Formative benchmark and short cycle assessment will be created, implemented, and analyzed in core areas that are linked to Michigan state standards at all grade levels.

- Teachers will function in LT to analyze data from formative assessments and collaboratively develop lessons that support differentiated instruction.

- Students identified as not meeting the standards on benchmark assessments will receive supplemental instruction, including one-on-one teaching, re-teaching and re-modeling.

Because of these initiatives we expect our students to show achievement gains on the benchmark and formative assessments created by our teachers and implemented by the beginning of the second quarter (November 4, 2010) and all assessments given in 2011-12 as we recognize the process of implementing these initiatives will need to be completed before significant impact is observed on the following high stakes tests:

TIMELINE	TEST	GRADE-SUBJECT AREA
October 12-20	Michigan Educational Assessment Program (MEAP)	5, 8 Science 7 Writing 8 Math & Reading
October 13-29	MEAP-ACCESS (Students w/IEP)	5 – 8 Reading/Writing & Math
Oct. 12-Nov. 20	MI-ACCESS (Students whose IEP indicates MEAP and MEAP-ACCESS are not appropriate)	5 - 8 English Language Arts 5 – 8 Math 5, 8 Science
Dec. 7 - 11	Michigan Educational Technology Standards (METS)	8 Technology Literacy
Jan. 25-March5	NAEP (Selected Schools)	8 Reading, Math, Science
March 15-April 23	English Language Proficiency Assessment (ELPA) (Students eligible for bilingual services)	5 - 8 Listening, Writing, Reading, Speaking

> **iv.   Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (http://www.nsdc.org/standards/index.cfm) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.**

Our Professional Development Plan will be aligned with our Implementation Plan as described earlier. The Implementation Plan will identify strategies that need to be supported by professional development. Professional development will be provided by our K-12 Solutions team and is deeply aligned with the National Staff Development Council Standards for Staff Development that focus on context, process, and content standards. Our professional development plan will be completed by October 2010, which will allow it to reflect the comprehensive diagnostics obtained through the Diagnostic Review, while ensuring that it is in place to support timely implementation.

NSDC CONTEXT STANDARDS

Developing an Integrated Network of Professional Learning Communities
We will bring faculty, staff, parents, and business and community leaders together to form a diverse learning community and an effective education partnership through our **STEP Advisory Committee**. Key stakeholders meet quarterly with administrators and K–12 Solution team members and participate in planning and problem solving to provide accountability, buy-in, rigorous implementation, and sustainability to deliver the expected outcomes. We provide a structured agenda and focused expectations, which creates an atmosphere of purpose and importance in the meetings as members consider their school's progress and decide future implementation issues.

Our principal will attend a five-day **Principal Leadership Institute** to develop a common Language of Leadership and Learning. Our principal receives ongoing coaching from the AA. The principal participates in an ongoing professional learning community through monthly **clustered principal workshops**.

Our principal and teacher-leaders representing every grade level/content area become the **Instructional Learning Team (ILT).** Formation of this team, along with support and training from the embedded K–12 Solutions team, builds distributed leaders who facilitate teacher workgroups in the adoption and implementation of improvement strategies.

Learning Teams (LT) bring teachers together to learn from each other, refine their skills to improve student performance, and self-assess their progress. Based on 19 years of research conducted in public schools, LT helps establish an infrastructure of leadership and ongoing professional development that engages teachers to refine their teaching and produce better student results. LT not only improves student achievement and school culture, but also builds within schools sustainable capacity to continuously improve teaching and student learning.

Developing Leaders Who Guide Continuous Instructional Improvements
Operating within the professional learning communities described above, our principal will demonstrate support and understanding by committing to continually develop as an instructional leader and provide resources necessary to enable teachers to become leaders through the ILT and improve their own instruction through the LT model.

Our principal will receive one-on-one coaching by the AA as well as guidance and support for distributed leadership and collaborative decision-making through our LT

model. The K-12 Solutions team also facilitates monthly clustered principal workshops that provide skills training and support for leading change efforts.

Identify and Access Appropriate Resources
STEP will help us build an implementation plan that addresses the needs identified by this process and assists us to identify and access appropriate resources. The LT teacher collaboration model provides a comprehensive protocol to identify a student need and act on it to produce improvements in student achievement. Dedicated school-site settings for teachers and administrators enable educators to engage in this work, with targeted assistance from LT advisors throughout the year.

The STEP model includes the use of technology to monitor the implementation plan. An IAS is developed as part of the school's interoperable technology strategy to capture result data and generate evaluation reports. This resource, accompanied by training in data analysis and application, will create capacity within the school staff to carry out this evaluation using appropriate tools.

NSDC PROCESS STANDARDS
Supporting Knowledge Driven Decision Making
To make instructional decisions informed by data, teachers need access to current, disaggregated achievement data so they may use these data to inform teaching and differentiate learning for their students. Once in place, our teachers will receive training from the AA on effective analysis of student data provided by our new IAS and guidance from the IC to use these data as they plan instruction that meets the needs of all students.

Ongoing Evaluation
A variety of metrics will be put in place to ensure that our school improvement plan is on track. One important measure will be ongoing teacher observations that will be supported by *Teacher Compass*, a web-based application that will provide teacher performance data that will direct a personalized plan for professional development. This customizable tool can be used to disaggregate results rapidly, and generate easy-to-read reports and graphs related to various performance indicators.

Along with customizable evaluation and observation forms, *Teacher Compass* covers eight dimensions and includes a scoring system for the following:

- Planning and Preparation
- Knowledge
- Process of Instruction
- Assessment and Activities

- Classroom Climate
- Classroom Management
- Interpersonal Skills
- Professional Expectations

Providing trend data and reports, *Teacher Compass* can guide teachers to appropriate professional development based on their personalized data.

Applying Research Based Solutions

The AA will provide professional development so that our teachers build instructional competencies using a variety of inputs, including professional development focused on content and research-based pedagogy to foster the implementation of effective learning strategies. Our teachers will learn how to support mastery learning through tiered instruction.

Designing Effective Instruction

Curriculum, assessment, and instruction must align closely, so that what is written is taught, and what is taught is effective. The AA will work with teachers to effectively align our school's core curriculum with state standards. Guided by research-based curriculum standards, our teachers will develop a rigorous, relevant, and deeply aligned curriculum, which is revisited annually for revisions as needed (Frase, English, and Poston, 2000[xiv]). It specifies mastery learning goals, defining proficiency requirements, as well as instructional pacing. Deeply aligned curriculum will give our teachers more time to focus on lessons and provide more relevant content to increase student engagement.

Informing and Equipping the Adult Learner

While initial professional development will address our entire staff to develop a common Language of Learning and the creation of structures to support school-wide expectations, ongoing and regular professional develop will be personalized to reflect the identified needs of our principal and teachers. On site AA and IC will help our teachers and principal implement improvement plans through ongoing research-based training and one-on-one support. We emphasize coaching because it provides job-embedded learning, which allows our principal and teachers to learn by doing, reflecting on their experiences.

Collaborating for School Improvement

The Instructional Leadership Team and Learning Teams will provide effective teacher and administrator inquiry-based collaboration settings to identify student learning needs and instructional strategies, monitor effectiveness, and revise where necessary. LT allow teachers and administrators to assess instruction as it relates to student needs and helps reinforce knowledge learned through targeted professional development (Darling-Hammond et al., 2009[xv]; Goldenberg, 2004[xvi]).

NSDC CONTENT STANDARDS

Emphasizing School Culture

We will create a family-friendly and safe culture, where all students and families are respected, where educators feel respected and valued, and where students feel connected to their learning and their school. We will evaluate and adjust our practices to facilitate students' healthy social-emotional development without shortchanging academic

development. Improving management structures, policies and practices, and home-school relationships can significantly improve school climate and produce greater cohesion among staff.

Based on findings from our Diagnostic Review, strategies will be developed to target the identified needs, through the collaborative Theory of Action and implementation planning processes. Our K-12 Solutions Team will provide strategies, as needed, to address a number of school culture areas. For example, Pearson works with the Quaglia Institute for Student Aspirations (QISA), whose researchers have identified eight conditions as critical in fostering and maintaining student aspirations. Student aspirations have been linked to student achievement. Districts that have targeted these eight conditions report higher attendance and decreased dropout rates (QISA, 2009[xvii]).

Additionally, Pearson's K–12 Solutions team will assist us to develop our own strategies, to encourage ownership and engagement in the process. Recommendations for improving school culture to improve student outcomes include interventions focused on student aspirations, a positive physical learning environment, and promoting high academic expectations.

Providing Professional Development that Supports Content and Pedagogy
Weekly professional development sessions offer research-based instructional practices to address areas of need identified during the Diagnostic Review that are specified in our Theory of Action. The IC will provide one-to-one coaching for teachers so the new techniques and strategies become part of daily classroom practice.

The IC provides site-based support focusing on instructional delivery and content pedagogy. Research indicates that embedded coaching has a positive effect on enhancing instruction and on student achievement (Matsumara et al., 2008[xviii]). The IC models and supports lessons, conducts lesson studies, and works in classrooms to improve instruction and support teacher efficacy.

Coaches are trained to conduct reflective conversations with teachers as part of their ongoing coaching and mentoring. Coachers develop a working rapport with teachers that enables them to reflect on their own teaching practice and to critically analyze their own teaching behaviors in order to determine areas of growth in pedagogy or delivery of the aligned curriculum.

3. **The District will establish the Office of Priority Schools which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned**

schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. **Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.**

	TECHNICAL ASSISTANCE	DESCRIPTION	EVALUATION MEASURES	PERSONNEL RESPONSIBLE
Sept. 2010	**SYSTEMATICALLY PLAN FOR SCHOOL IMPROVEMENT** **Diagnostic Review** **Diagnostic Report** **Theory of Action** **Implementation Plan** **Evaluation Plan**	Comprehensive collection and analysis of historical and current data Summary of findings leading to Theory of Action Collaboratively agreed upon TofA Collaboratively developed IP Collaboratively agreed upon EP	-Comprehensive Needs Assessment -Perception Data from parents, students, teachers, staff (surveys, interviews, focus groups) -Classroom observation data -Leadership effectiveness surveys -Achievement data over time --Report delivered, shared/edited with key stakeholders: • Customized T of A • Customized IP • Customized EP	**K-12 Diagnosticians** collect data from diverse stakeholders **Senior K-12 Team Member** **Senior K-12 Team Member** **Senior K-12 Team Member** **K-12 Director of Evaluation**
Aug/ Sept. 2010 Oct-June Sept-June Jan 2011 June 2011	**DEVELOP INSTRUCTIONAL LEADERSHIP** **Principal Leadership Institute** **Principal Cluster Workshops** **One-on-One Training** **LT Readiness** **LT Launch Institute**	5-day workshop (instructional leadership & management skills) Monthly meetings to report progress and receive add'l training Weekly coaching 2 half-day leadership training for admin 2 day workshop for ILT & principal	-Workshop Evaluation -Results from VAL-ED Leadership Effectiveness Survey -Workshop Engagement Instrument -Calendar and agendas -Leaning Walk data -Institute materials and evaluation -Institute materials and evaluation	**Senior K-12 Team Member assisted by AA** **K-12 Achievement Advisor (AA)** **K-12 AA** **K-12 Assoc. Dir. of LT** **K-12 Assoc. Dir. of LT**
Sept./ Nov./ Feb./ June 2010-2013	**CREATE COLLABORATIVE EDUCATION PARTNERSHIPS** **STEP Advisory**	Stakeholder reps: -Parents -Community members -Educational Organizations -Teachers	Meet quarterly to -Oversee the IP -Provide solutions beyond the school's reach -Monitor progress -Identify potential obstacles -Brainstorm and develop solutions	**K-12 Achievement Director** facilities these meeting Principal guides selection of

	TECHNICAL ASSISTANCE	DESCRIPTION	EVALUATION MEASURES	PERSONNEL RESPONSIBLE
	Committee	-Staff -Principal	-Champion the initiative -Celebrate successes	members
Sept.-June, 2010-2013	**EMBED ACHIEVEMENT SUPPORT** **Coaches Boot Camp** **Ongoing Coaching** **Ongoing Training**	10 day training for AA & DPS coaches On site coaches to support PD and leadership training Monthly training to support PD	-CBC Agenda and Evaluation -Weekly one-on-one leadership training for principal -Weekly teacher PD -Teacher mentoring & classroom observ -Monthly agendas	**Sr. K-12 Team Member** **K-12 AA** **DPS IC** **DPS IC** **K-12 Achievement Dir.**
Sept 2010 Ongoing	**ALIGN CURRICULUM** **Audit Curriculum** **Revise Curriculum**	Examine current curriculum Refine curriculum to meet standards	-Curriculum Rubric -Curriculum template -Curriculum pacing documents	**K-12 Diagnostician** **K-12 AA**
Sept 2010 Ongoing	**OPTIMIZE CONDITIONS OF TEACHING & LEARNING** **Teacher PD** **Ongoing Coaching** **Learning Teams**	Weekly Teacher PD One-on-one support Collaborative teacher learning communities	-Calendar & Agenda -Teacher observation reports -Personalized pd reports -LT evaluation pieces	**K-12 AA** **DPS IC**
	KNOWLEDGE DRIVEN DECISION MAKING & TECHNOLOGY FOR LEARNING **Interim Assessment System** **Data Coaching** **Tech Tools**	Audit current tech for formative assessment and achievement report Identify & Implement system upgrades Train Principal & teachers to analyze data to inform instruction Identify and implement instructional tools to support personalized learning for students	-Analysis of strengths & weaknesses of current technology -Installed upgrades -Training manuals -Training sessions evaluations -Delivery & implementation of instructional tools	**Pearson technologist** **K-12 AA** **DPS IC**
	EVALUATE FOR CONTINUOUS	Follow up surveys, interviews, focus	-Summary of data	**K-12**

	TECHNICAL ASSISTANCE	DESCRIPTION	EVALUATION MEASURES	PERSONNEL RESPONSIBLE
Jan 2011 June 2011-2013 Aug 2011-2013	**IMPROVEMENT** **Interim Evaluation Report** **Annual Evaluation Report** **Refreshed Evaluation Plan**	groups, observations Summary of progress Summary of progress Creation of ER for following year	-Summarized progress reports -Sharing of progress reports -Reprioritizing of outcomes and expectations based on current progress	**Diagnosticians** **K-12 Director of Technology**

Section IV: Fiscal Information

Individual grant awards will range from not less than $50,000 to not more than $2,000,000 per school, with grants averaging around $500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. http://www2.ed.gov/programs/sif/applicant.html

LEA Application Part III

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition		X	
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)	X		
• Waivers from district policies to try new approaches	X		
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		

Polices/ Practices	In Place	Under Consideration	Not Needed
• Schedule	X		
• Length	X		
• Financing	X		
• Instructors		X	
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

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